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ABSTRACT

This booklet is intended as the basis for one or more presentations to a group of people about to be involved in curriculum planning. It includes 34 transparency masters, a written script, and some suggested handouts. All aspects of curriculum development are explored with examples and suggestions for modification to meet specific program needs. (CJ)

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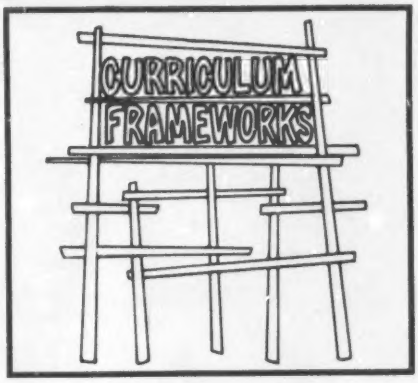
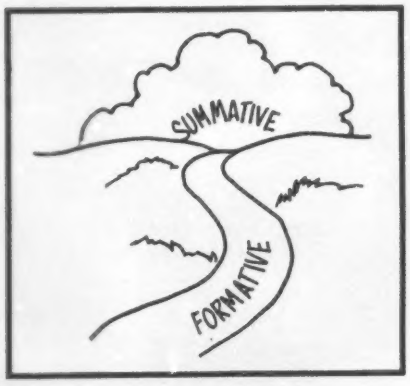
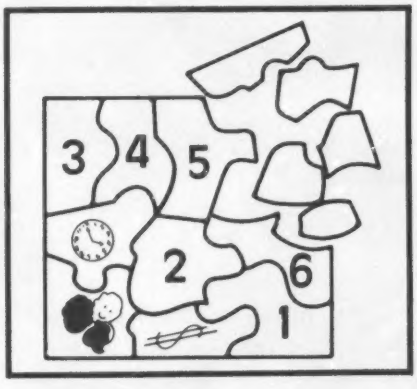
PREPARING YOUR CURRICULUM GUIDE







By Marilyn Winters

SP 016 489

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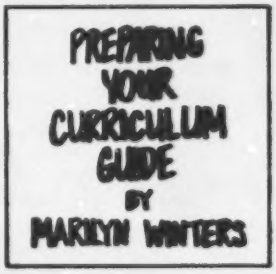
Explanation to the User

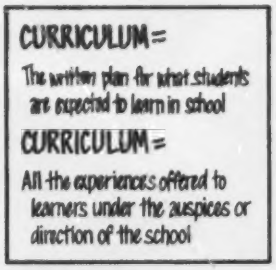
This booklet is intended as the basis for one or more presentations to a group of people about to be involved in curriculum planning. It includes transparency masters, a written script, and some suggested handouts. The script explains an approach the author has found useful. You can use this method or modify it to meet the needs of your district. You may also wish to omit parts of these materials that are not pertinent or to change some of the terminology to fit local usage.

TRANSPARENCY 1



I'll explain an approach that can be used to prepare a curriculum guide.

TRANSPARENCY 2


CURRICULUM=
The written plan for what students are expected to learn in school
CURRICULUM=
All the experiences offered to learners under the auspices or direction of the school

- **REVEAL "CURRICULUM"**
- **REVEAL FIRST DEFINITION**
- **REVEAL SECOND DEFINITION**

Perhaps the way to begin is to talk for a moment about the meaning of the word **curriculum**.

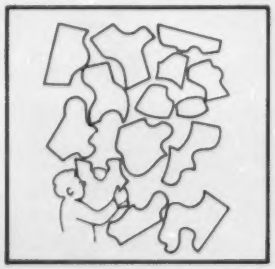
Curriculum, which comes from Latin, means to run a course or a race. It's defined in many different ways.

A narrow definition would be "the written plan for what students are expected to learn in school."

A broader definition would be "all the experiences offered to learners under the auspices or direction of the school."

Some scholars go so far as to list seven categories of definitions for curriculum. We won't discuss all of them, but it's important that when you talk with somebody else about "curriculum," each of you knows what the other means by the word.

TRANSPARENCY 3



Designing a curriculum guide is something like doing a jigsaw puzzle. You work on one piece at a time, a cluster of pieces or a corner here, a mid-section there. Then—if you do it right—one day you get that delightful feeling of seeing it all come together.

TRANSPARENCY 4

Planning curriculum is a big task. It takes people, money, and time.

TRANSPARENCY 5

• CHECK OFF OR POINT TO EACH ONE

The **people** needed are:

1. Administrators—to provide resources and to coordinate the entire process.
2. Teachers—to select objectives, develop appropriate activities and select materials.
3. Citizens, including school board members and parents—to set goals, review activities and materials, and provide for communication with others.
4. Students—to present their views on what should be taught and how it should be taught.
5. Curriculum leaders—to advise on matters of process.
6. Consultants in subject-matter fields—to advise on matters of content.
7. Secretaries—to do typing, and,
8. Librarians—to do research.

TRANSPARENCY 6

The **money** is needed to pay for teachers, secretaries, consultants and materials.

TRANSPARENCY 7

• CHECK OFF OR POINT TO EACH ONE

The **time** is needed:

1. To think and plan,
2. To do the leg work of developing and writing each part of the curriculum,
3. To train the staff to use the new curriculum,
4. To evaluate the finished product, and,
5. To revise and update the curriculum on a regular basis.

To do a proper job, it can take several years to write a new curriculum, test it, review it, and finally to disseminate it.

● **TURN OFF PROJECTOR**

Now that we've said these things, let's start at the beginning.

You may have the results of a survey—or you may just have a vague feeling that some improvement is needed in a particular area. Maybe the subject is on the district's master calendar, if there is one, for the next year.

Very early in the planning process, you will need to set tentative goals, defining in a general way what students are to learn. We will say more about goals later, but for now let's just recognize that at every step you must know what your purposes are.

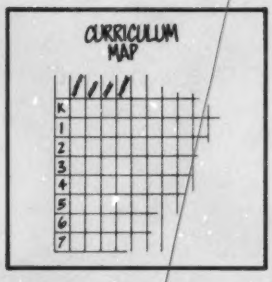
TRANSPARENCY 8

STEP ONE. Look over the situation or, to use a more fashionable term, conduct a **needs assessment.** What is a needs assessment? It's simply a procedure for looking carefully at the needs of the students, the staff, the community, and the society.

There are many ways to do it, including interviews or surveys of students, staff, and community people; "town meetings"; reading professional articles and books; and studying data such as test scores.

In communicating with citizens, you will be trying to find out not only what they think is important for students to learn but also what they want schools to teach; some needs of students can be met by other institutions.

TRANSPARENCY 9



At some point, you may want to find out as much as you can about the present program—not just what it says in the old curriculum guide, but what's really going on. So you might do what Fenwick English calls "curriculum mapping." That's a process in which all teachers list the topics they currently teach and the approximate length of time they spend teaching each one. If you have such a map of what is presently being taught, you'll be in a better position to plan for the future.

TRANSPARENCY 10

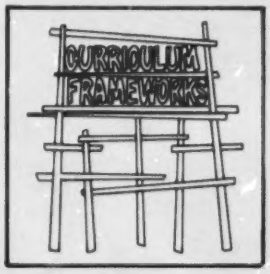
STEP TWO. Take a thorough look at what's available from other sources such as the state department of education, other school districts, regional laboratories, or national dissemination centers.

TRANSPARENCY 11

A few questions would be:

1. What is the state calendar of curriculum development and textbook adoption?
2. What documents, services, or people are available to help you?
3. What nationally validated programs are available which meet needs you have identified?

TRANSPARENCY 12



Many states publish curriculum frameworks or courses of study which should be consulted by schools and school districts as they plan their local curriculums.

TRANSPARENCY 13

Now it's time for **STEP THREE.** You need to ask yourself a very important question: **Who should participate in the planning process for our school or school district?** We said earlier that teachers, administrators, school board members, parents, other citizens, and students should be involved because they each have something to contribute. If you have already been assigned to plan a curriculum, look around—are all the appropriate groups represented? Not everyone will be involved in exactly the same way, of course. One of your first tasks is to decide together the role each party should play in the process.

TRANSPARENCY 14

STEP FOUR. The committee may need to consult with one or more experts to find out what the newest ideas are in that field. If you're going to put a lot of time, money and energy into planning a curriculum, you want to be sure it's up-to-date.

TRANSPARENCY 15

STEP FIVE. This is the step where the committee members begin to sharpen their pencils and put down some main ideas. The group needs to read resource materials carefully and ask these questions:

TRANSPARENCY 16

What are the main things that should be included in our curriculum?

a. What does the state say should be included?
b. What in the old curriculum is no longer necessary?
c. What new ideas should be added?
d. Are any of these likely to be of concern to parents, community members, or the staff? If so, what should be done about that?

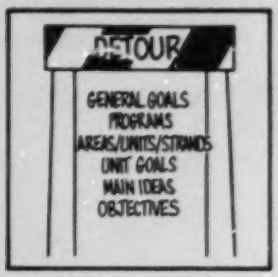
• **TURN OFF PROJECTOR**

We might take a detour before going to step six in order to define some terms we'll be using. They may be familiar to you already, or they may not. In any case, people use them to mean different things. I'll offer some definitions we can use so we'll be on common ground. Let's start with the word goal. One of the first steps in developing curriculum—as in baking a cake, or taking a trip, or almost anything in life—is to have a clear notion of your goals.

TRANSPARENCY 17

This famous passage from **Alice in Wonderland** may make the point. "Cheshire-Puss," Alice began rather timidly, "Would you tell me, please, which way I ought to go from here?" "Well, that depends a good deal on where you want to get to," said the cat. "I don't much care where," said Alice. "Then it doesn't matter which way you go," said the cat. If we want to be sure we get to where we're going, we'd better have a clear idea of where we're trying to go.

TRANSPARENCY 18



- **EACH WORD SHOULD BE MASKED WITH A STRIP OF PAPER**

- **REVEAL GOALS**

A **goal** is a statement of broad direction or intent. For example, "Understand and use mathematics" or "Maintain the health and safety of oneself and one's dependents."

- **REVEAL OBJECTIVES**

Objectives are more specific. Let's say an objective describes an aim that can be achieved in a given amount of time under specific conditions. For example, "Solve word problems using long division" or "Explain the main function of each of the systems of the human body."

Some would say these statements are still goals until you add other words that tell how the goal is to be measured, under what conditions, and the standards to be met. You will have to decide how specific your objectives should be.

- **POINT TO "GOALS" AND "OBJECTIVES"**

Between these two ideas—the **goal** up here and the **objective** down here—are some other words and ideas that connect them. Let's take the broad goal which says educated people should be able to "Maintain the health and safety of themselves and their dependents." In order for people to do that, they need a lot of knowledge about nutrition, diseases, first aid, effects of drugs, and so on. They need to develop certain attitudes, and even specific skills, such as how to give cardiopulmonary resuscitation. In schools we group knowledge, attitudes, and skills into "subject areas," "disciplines," or "programs" such as history, home economics, and art. The term we'll be using is **program.**

- **REVEAL PROGRAMS**

- **REVEAL AREAS, UNITS AND STRANDS**

Now, let's move down one more step. Each program can be divided into pieces called "areas," or "strands," or **"units."** For example, a division of the health curriculum might be "Use and misuse of substances." Another might be "Mental/emotional health," and still another might be "Diseases and disorders."

- **REVEAL UNIT GOALS**

Another step. We're in the health education program and we're thinking of one piece of that, a unit called "Use and misuse of substances." That unit has goals of its own. Here are a few examples:

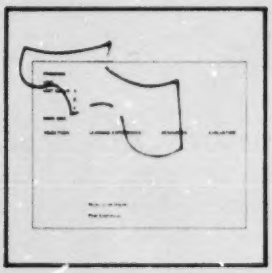
1. Students will develop knowledge, understanding, and awareness about use and misuse of substances.
2. Students will develop decision-making and valuing skills about the use and misuse of substances.
3. Students will demonstrate responsible behavior in using various chemical substances and appropriate alternatives to the misuse of substances.

Now there's one more term before we get to the objectives themselves.

- **REVEAL MAIN IDEAS**

The big ideas we want students to understand are sometimes called "concepts" or "generalizations." We'll call them **main ideas.** An example would be, "Many substances are beneficial to humanity."

TRANSPARENCY 19



Now that we've defined our terms, we're going to **STEP SIX,** the design of the curriculum guide itself.

TRANSPARENCY 20

On this blank form are some of the items found in most curriculum guides. As I've said, they're sometimes called by other names, but these are typical ingredients. There's nothing sacred about the arrangement either; the guide can be arranged in any way we think will be most helpful to teachers. A copy of this form is included in your materials. In writing your guide, you may wish to put one objective on each page with the accompanying learning experiences, resources and evaluation strategies or you may wish to design a form of your own with other columns.

- **POINT TO "PROGRAM"**

At the top of the form you see the word **Program.**

- **WRITE "HEALTH"**

We're using health education as an example, so I'll write the word "Health" on this line.

- **POINT TO "UNIT"**

Under that top line is the word **Unit,**

- **WRITE "USE AND MISUSE OF SUBSTANCES"**

One area of health education could be "Use and misuse of substances," so I'll write that on this line.

- **POINT TO "UNIT GOALS"**

The third line gives a place to fill in **Unit Goals.** We mentioned a few just a moment ago, so let's fill in one right now.

- **WRITE "DEVELOP KNOWLEDGE ABOUT USE AND MISUSE"**

There could, of course, be several goals for this unit.

Next the form calls for **Main Idea.**

- **POINT TO "MAIN IDEA"**

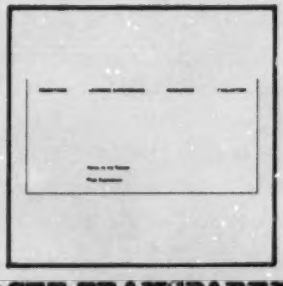
WRITE "MANY SUBSTANCES"

One such idea might be "Many substances are beneficial to humanity." (Let me reassure you for a moment that all of these splendid phrases came right out of a state framework for health education—you don't have to create everything from scratch unless you want to.)

If students are to grasp this main idea their teachers will have to do a lot more than just tell it to them. That's what curriculum planning is all about. What specifically should students learn that will help them form that idea? What kinds of things should they do? What materials should they use? The lower half of the chart has four columns which help us answer those questions. From left to right we see **objectives,** next **learning experiences,** then **resources,** and on the far right **evaluation.**

Before we begin talking about the columns individually let's take a look at the chart as a whole, much as you might take the cover of the jigsaw puzzle box and put it out in front of you. If you were writing curriculum it would be perfectly okay to jump around on this chart, working on learning experiences for a while, then back to objectives, then evaluation, and so on. As a matter of fact, much curriculum work is done in that very way. The crucial point in curriculum writing is to make sure, at the end, that all the pieces go together.

TRANSPARENCY 21



• SET TRANSPARENCY 21 ASIDE FOR LATER USE

Now let's get on with **objectives.** Books have been written about how to write them, how to use them, and so on. (A few references are listed in your materials.) One writer says, "Objectives are like signposts. They help map a route into the territory of the unknown. To be useful, of course, they need to be both clear and true" (Neff).

TRANSPARENCY 22

For this presentation we will think of objectives as being in three categories:

1. Objectives that have to do with mental processes such as knowing, comprehending, or analyzing. The technical word is **cognitive.**
2. Objectives that have to do with attitudes such as appreciating or valuing something. These are called **affective** objectives.
3. Objectives that have to do with physical skills such as "building a table," or "demonstrating correct form in swimming"—these are called **psychomotor** objectives.

The three can't always be separated quite so neatly; they are interwoven. But it often helps to understand the whole better when you've looked carefully at each of the parts.

There are several points to remember as you begin selecting and writing objectives.

1. Be sure to include objectives from all three categories if that is appropriate for what you intend to teach. Most curriculum guides tend to be very heavy on the cognitive objectives, emphasizing what students are expected to know, identify, and so on.

   You might also use the taxonomies developed by Benjamin Bloom and others to make sure some objectives call for higher levels of thinking and creating.
2. Be as specific as good sense tells you. A well-written objective should give the reader clear information about exactly what the student should be able to do, but it shouldn't be so precise as to be trivial.
3. Before deciding an objective is just right, ask yourself some of these questions:

TRANSPARENCY 23

   a. Does it match the philosophy and values of the community and staff?
   b. Is it consistent with what is known about the psychology of learning?
   c. Is it attainable? It's unrealistic to expect most elementary students to solve quadratic equations.
   d. Is it feasible? Are materials or resources available to teach it?
   e. Is it significant? Ask yourself "so what?"
   f. Will it contribute to achievement of the goals of the program?

Asking these questions may slow you down a bit, but in the long run it will help you be clearheaded and realistic.

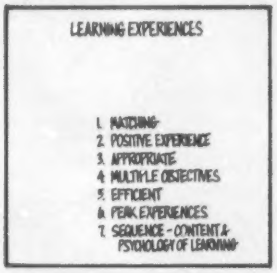
PUT TRANSPARENCY 21 BACK ON

Now let's move to the next column, **Learning Experiences.** You might call this the "Monday morning" column. What are the students going to do?

Ralph Tyler, an expert on curriculum development, said, "Learning experiences refers to the interaction between the learner and the external conditions in the environment to which he can react." It's what the **learner** experiences, not what the teacher does.

- **POINT TO "LEARNING EXPERIENCES"**
- **SET TRANSPARENCY 21 ASIDE FOR LATER USE**

TRANSPARENCY 24



• REVEAL ONE AT A TIME

As with objectives, there are some important points to remember in selecting learning experiences.

1. Be sure the objective and learning experience match. If you want the student to learn how to make apple pie, don't practice making banana cake.
2. Try to design learning experiences that students will find enjoyable. Otherwise students may, for example, learn to read but hate reading.
3. Be sure the learning experiences are appropriate for students' age and backgrounds. Expecting a group of first graders to sit still for a 45 minute lecture by the firefighter (without his/her truck) is inappropriate.
4. Select learning experiences that achieve multiple objectives. If you're trying to teach literature and also some appreciation of minorites, select literature about or written by members of minority groups.
5. Select learning experiences that are as simple, practical, and efficient as possible. There are many ways to teach the same idea. Because time and resources are limited, it makes sense to choose the most efficient ones.

   For example, if you want to teach students to identify desert flowers, don't show a 30-minute film that has a 2-minute sequence on desert flowers. A 10-minute lecture using still photos might be far more efficient.
6. Include some learning experiences that you hope will be "peak experiences"—activities that are especially dramatic and memorable—a play, a speaker, a trip, a dinner. You might put a star beside these in your curriculum guide so teachers will be sure to notice them.
7. Another very important point is the matter of sequencing or organizing learning experiences. That's because:
   a. Experiences need to reinforce one another.
   b. Experiences need to relate well vertically (grade to grade) and horizontally (subject to subject).
   c. Experiences need to build on one another. For example, it would probably be best to plan for students to learn something about the functions of various county offices before they make a visit to the courthouse.
9. One last point about sequence. You need to keep in mind both content and the psychology of learning. When you're trying to decide whether the Civil War should be taught before World War II, that's a matter of content sequence. When you're trying to decide whether to show a film before or after a textbook assignment, that's a matter of the psychology of learning. There is no easy formula for sequencing experiences, but it should be done with care. As you do it, keep the major goals and main ideas in mind, and depend on the judgement of experienced teachers.

TRANSPARENCY 21

- **POINT TO "NOTES TO THE TEACHER"**
- **POINT TO "RESOURCES"**
- **SET TRANSPARENCY 21 ASIDE FOR LATER USE**

At the bottom of the learning experiences column, there is an area called **Notes to the Teacher.** This is the place where you, the curriculum planner, may talk directly to the teacher. You might want to let the teacher know that a particular objective or learning experience may be sensitive or controversial.

Now we come to the third column, the one labeled **Resources.** This is the one that often wins the popularity contest. Everyone likes to look at materials. Several points need to be kept in mind as we begin looking for teaching resources.

TRANSPARENCY 25

1. We need to think of resources for both **students** and **teachers.** There are often materials that may enrich a teacher's background in an area but not be appropriate for student use. They should be listed in the guide, but identified as being for teachers.

TRANSPARENCY 26

2. Resources should include more than textbooks, so be imaginative. Curriculum guides should list other books and magazines, films, television and radio programs, speakers (both inside and outside of school), and materials that will contribute to peak experiences.

TRANSPARENCY 27

3. Most important of all, we need to evaluate resources before using them.
   a. Have the materials been tried and found successful with learners of the appropriate age and background?
   b. Do the resources match the objectives and philosophy of the district and community?
   c. What is the role of the teacher in using the materials? Does the teacher need special training to use them?

A booklet listed in the references, called **About Learning Materials,** may be useful as you begin your search for resources. (Klein)

TRANSPARENCY 21

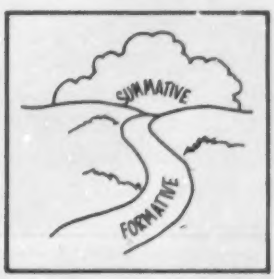
● **POINT TO "EVALUATION"**

And now we come to a difficult and fascinating part, evaluation. When we plan a new curriculum we need to think about evaluation at two levels:

1. What individual teachers should do to evaluate what students in their classes have learned.
2. Effectiveness of the curriculum as a whole.

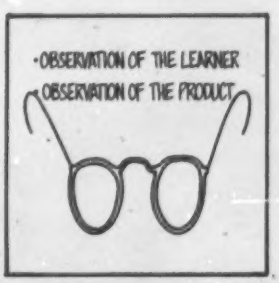
A good curriculum should include suggested ways for teachers to evaluate students. One way, of course, is paper and pencil tests, but other ways may be even more appropriate depending on the objective. The main question to ask is "How will you know that the objective has been achieved?" For example, if students are to be able to perform cardiopulmonary resuscitation, they might be expected to demonstrate the procedure on a mannikin.

TRANSPARENCY 28



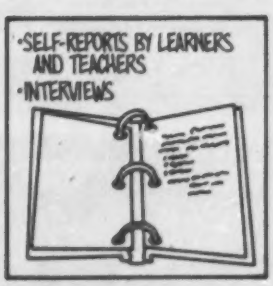
At another level, it is important to plan for evaluation of the curriculum as a whole. Evaluation should be done as the curriculum is unfolding and at the end to see what the final results are. When it's done enroute, as the curriculum is being developed and implemented, it's called **formative** evaluation. When it's done at the end of the road, to see what overall effects have taken place, it's called **summative** evaluation. Keep this distinction in mind as we talk about some evaluation techniques you might consider.

TRANSPARENCY 29



1. One way to get information is to **observe** students as they write an essay, build a table, or paint a picture. Watch the process as they do it and look at the product when it's done.

TRANSPARENCY 30

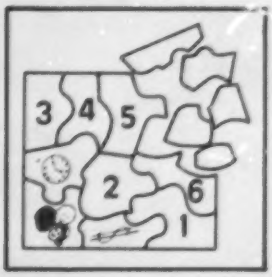


2. Another source is **self-reports** in the form of questionnaires or interviews. This is a good way to get information about attitudes, feelings, and preferences. You can ask not only students but teachers and parents as well.

TRANSPARENCY 31

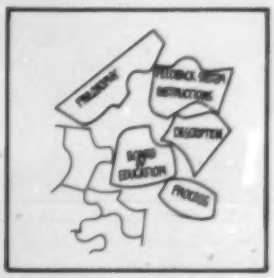
3. For some objectives, **written records** may help. Data such as the numbers of books checked out from the library, student absences, visits to the nurse's office, and number of meals eaten in the cafeteria may be useful information. Test scores are an important source of data for evaluation.

TRANSPARENCY 32



Now we're almost done with our jigsaw puzzle. We need to put in a few little pieces and it will be completed.

TRANSPARENCY 33

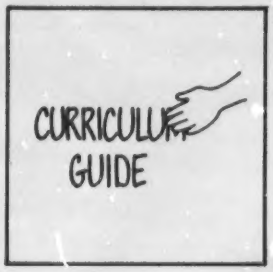


- **POINT TO APPROPRIATE "PIECES"**

There are what might be called finishing touches that should be included in every curriculum guide—touches like these:

1. There should be a clear statement of philosophy at the beginning. What are the goals of the district? What does the district believe and want for its students? What does the community believe and want? A quote from a curriculum planning guide compiled by the National Council of Teachers of English says it well. "All too often 'philosophy' is seen as a set of vague and ponderous abstractions—mushy generalizations having no connection with day-to-day realities. Statements of philosophy should clarify what goes on in classrooms and communicate fundamental beliefs about kids, learning, grading, language—the nuts and bolts of curriculum" (Neff).
2. There should be a clear **description** of the community and the learners. Who are they? What are they like?
3. There should be a clear statement of the **process** used to write the guide. Who was involved? What was the responsibility of the committee, of the leadership?
4. There should be a statement about the **board of education** and its curriculum policies.
5. There should be **instructions to the user** for how to use the guide and how to suggest improvements when it is revised.
6. And last, but not least, bind the guide in a **flexible cover** so supplementary materials and revisions can be added.

TRANSPARENCY 34



If you've done your work well, a new teacher or a parent will be able to open your curriculum guide and get a total grasp of that part of the school's curriculum, starting with the philosophy and going all the way to the resources needed to teach a particular objective and provisions for evaluating that objective.

When you've accomplished that, the jigsaw puzzle is complete—until someone comes along and starts all over.

17

"Handout" Materials To Accompany the Presentation

DEFINITIONS

Curriculum

- The written plan for what students are expected to learn in school.
- All the experiences offered to learners under the auspices or direction of the school.

Goal

- A statement of broad direction or intent.

Objective

- An aim that can be achieved in a given amount of time, under specific conditions.

Learning Experience

- "The interaction between the learner and the external conditions in the environment to which he can react"—Ralph W. Tyler.

Evaluation

- "A full evaluation results in a story, supported perhaps by statistics and profiles. It tells what happened. It reveals perceptions and judgments that different groups and individuals obtained by objective means. It tells of merit and shortcomings"—Ralph W. Tyler.

PROGRAM:

UNIT:

UNIT GOALS: 1.
2.
3.

MAIN IDEA:

OBJECTIVES	LEARNING EXPERIENCES	RESOURCES	EVALUATION

Notes to the Teacher:

***Peak Experiences:**

TYPE OF OBJECTIVES

THE COGNITIVE DOMAIN

The cognitive domain emphasizes intellectual behavior, the use of mental processes. The continuum of cognitive behavior begins with a simple remembering and becomes increasingly complex until the highest order, the process of making judgments, is reached. Although presented as discrete classifications, it must be remembered that there is not a definitive break between classes.

Levels

- Knowledge
- Comprehension
- Application
- Analysis
- Synthesis
- Evaluation

THE AFFECTIVE DOMAIN

The affective domain emphasizes the interests, values, and appreciations of the individual. The continuum begins with the simple behaviors of receiving and responding and continues through the complex process of characterization in which the person internalizes the behavior.

Levels

- Receiving
- Responding
- Valuing
- Organization
- Characterization

THE PSYCHOMOTOR DOMAIN

The psychomotor domain emphasizes those motor behaviors involving neuromuscular coordination. This classification of the skill continuum starts with a simple cue of awareness and proceeds to the complex performance of a series of related skills.

Levels

- Perception
- Preparation
- Orientation
- Pattern
- Performance

Source: Plakos, Plakos, and Babcock, Developing Useful Objectives.

LEARNING EXPERIENCES

- Be sure the objective and learning experience match.
- Try to make learning experiences enjoyable.
- Be sure learning experiences are appropriate for the student's age and experience.
- Select learning experiences that achieve multiple objectives.
- Select learning experiences that are simple, practical, and efficient as possible.
- Include some learning experiences that you hope will be peak experiences.
- Sequence and organize learning experiences, keeping in mind both content and the psychology of learning.

RESOURCES

- Resources are needed for both students and teachers.
- Be imaginative in seeking resources.
- Evaluate resources before purchasing or using them.
  - Are they appropriate?
  - Do they match the objectives?
  - What is the teacher's role?

20

EVALUATION

- Observe the learning process.
- Observe the product.
- Use self-reports such as interviews and questionnaires.
- Analyze written records.

FINISHING TOUCHES

- Statement of philosophy.
- Description of the community and the learners.
- Description of the process used to develop the guide.
- Statement of board of education policy.
- Instructions to the user.
- Bind in a flexible cover.

SELECTED SOURCES

Objectives and Evaluation

- Instructional Objectives Exchange (IOX)—UCLA
  Center for the Study of Evaluation
  UCLA Graduate School of Education
  405 Hilgard Avenue
  Los Angeles, CA 90024
- Clearinghouse on Applied Performance Testing
  Northwest Regional Laboratory
  710 SW
- Educational Testing Service
  Princeton, NJ 08541
- National Assessment of Educational Progress
  Suite 700
  1860 Lincoln Street
  Denver, CO 80295

Media and Materials

- Educational Products Information Exchange Institute (EPIE)
  475 Riverside Drive
  New York, NY 10027
- National Information Center For Educational Media (NICEM)
  University of Southern California
  University Park
  Los Angeles, CA 90007

Curriculum Guides

- Curriculum Library. Pitman Learning, Inc.
  6 Davis Drive
  Belmont, CA 94002
- Curriculum Materials. (Annual directory of curriculum guides displayed at the ASCD Annual Conference.)
  Association for Supervision and Curriculum Development
  225 No. Washington St.
  Alexandria, VA 22314.

Products of Federal Research and Development

- Council for Educational Development and Research (CEDAR)
  1518 K Street, NW, Suite 206
  Washington, D.C. 20005
- National Diffusion Network
  (Contact your state facilitator through your state department of education.)

BIBLIOGRAPHY

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Eisner, Elliot, and Vallance, Elizabeth. **Conflicting Conceptions of Curriculum.** Berkeley, Calif.: McCutchan Publishing Corp., 1974.

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English, Fenwick W., and Kaufman, Roger A. **Needs Assessment: A Focus for Curriculum Development.** Washington, D.C.: Association for Supervision and Curriculum Development, 1975.

Gronlund, Norman E. **Stating Objectives for Classroom Instruction.** New York: Macmillan Publishing Co., 1978.

Joyce, Bruce R. **Selecting Learning Experiences: Linking Theory and Practice.** Washington, D.C.: Association for Supervision and Curriculum Development, 1978.

Klein, M. Frances. **About Learning Materials.** Washington, D.C.: Association for Supervision and Curriculum Development, 1978.

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Neff, Charles, and Neff, Nancy. **Aids to Curriculum Planning, English Language Arts.** Ed. Bernard O'Donnell. Urbana, Ill.: National Council of Teachers of English, 1973.

Plakos, John; Plakos, Marie; and Babcock, Robert W. **Developing Useful Objectives, California Evaluation Improvement Project.** Washington, D.C.: Dept. of Health, Education and Welfare, 1975.

Simpson, Elizabeth Jane. **"The Classification of Educational Objectives, Psychomotor Domain"** Illinois Teacher of Home Economics 10 (Winter 1966-67): 110-14.

Tyler, Ralph W. **Basic Principles of Curriculum and Instruction.** Chicago: University of Chicago Press, 1950.

PREPARING YOUR CURRICULUM GUIDE

BY

MARILYN WINTERS

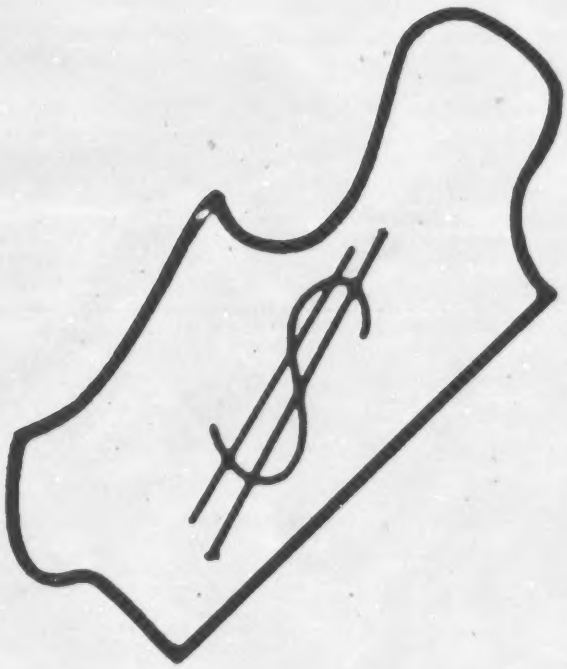
CURRICULUM =

The written plan for what students are expected to learn in school

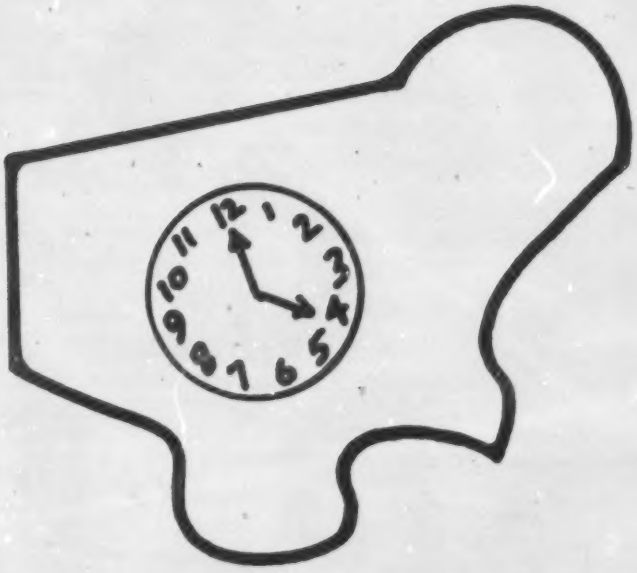
CURRICULUM =

All the experiences offered to learners under the auspices or direction of the school

1. ADMINISTRATORS
2. TEACHERS
3. CITIZENS
4. STUDENTS
5. CURRICULUM LEADERS
6. CONSULTANTS IN SUBJECT-MATTER FIELDS
7. SECRETARIES
8. LIBRARIANS



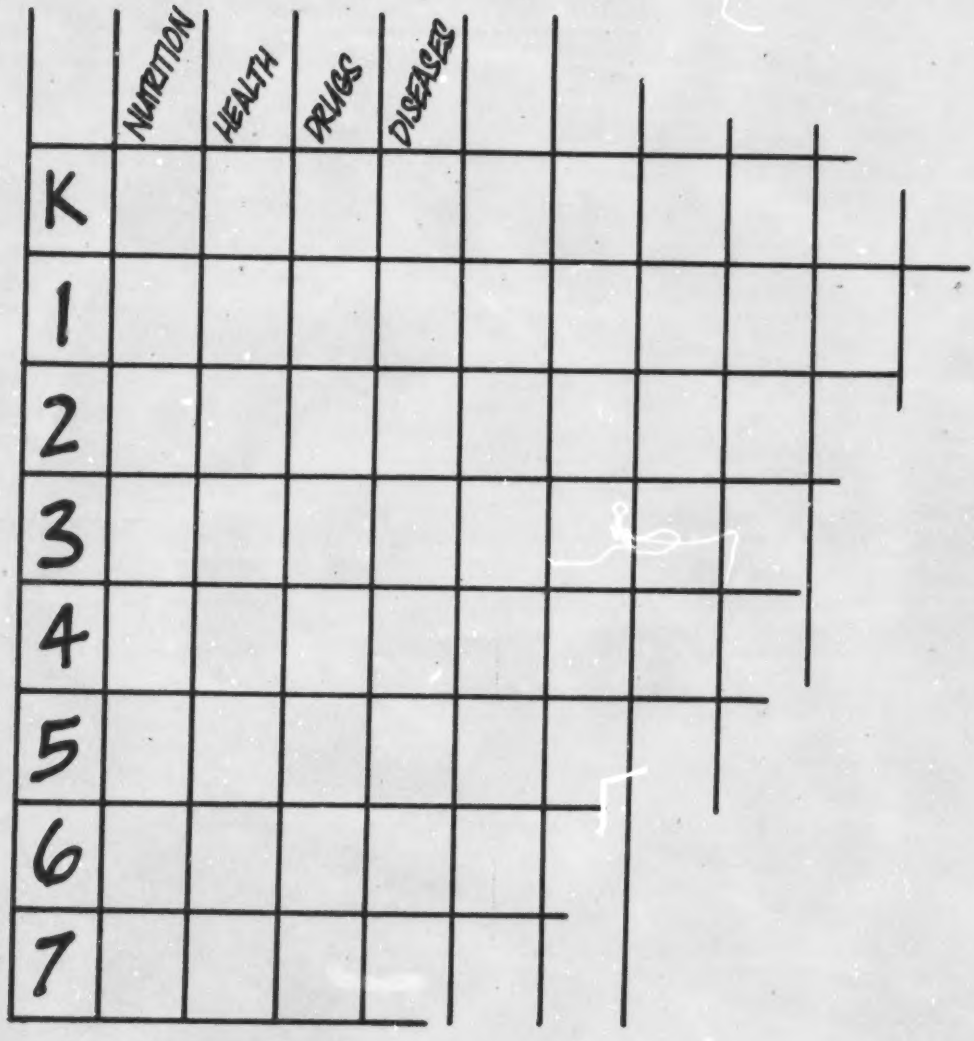
1. MATERIALS
2. TEACHERS
3. SECRETARIES
4. CONSULTANTS



1. PLAN
2. WRITE
3. TRAIN
4. EVALUATE
5. REVISE

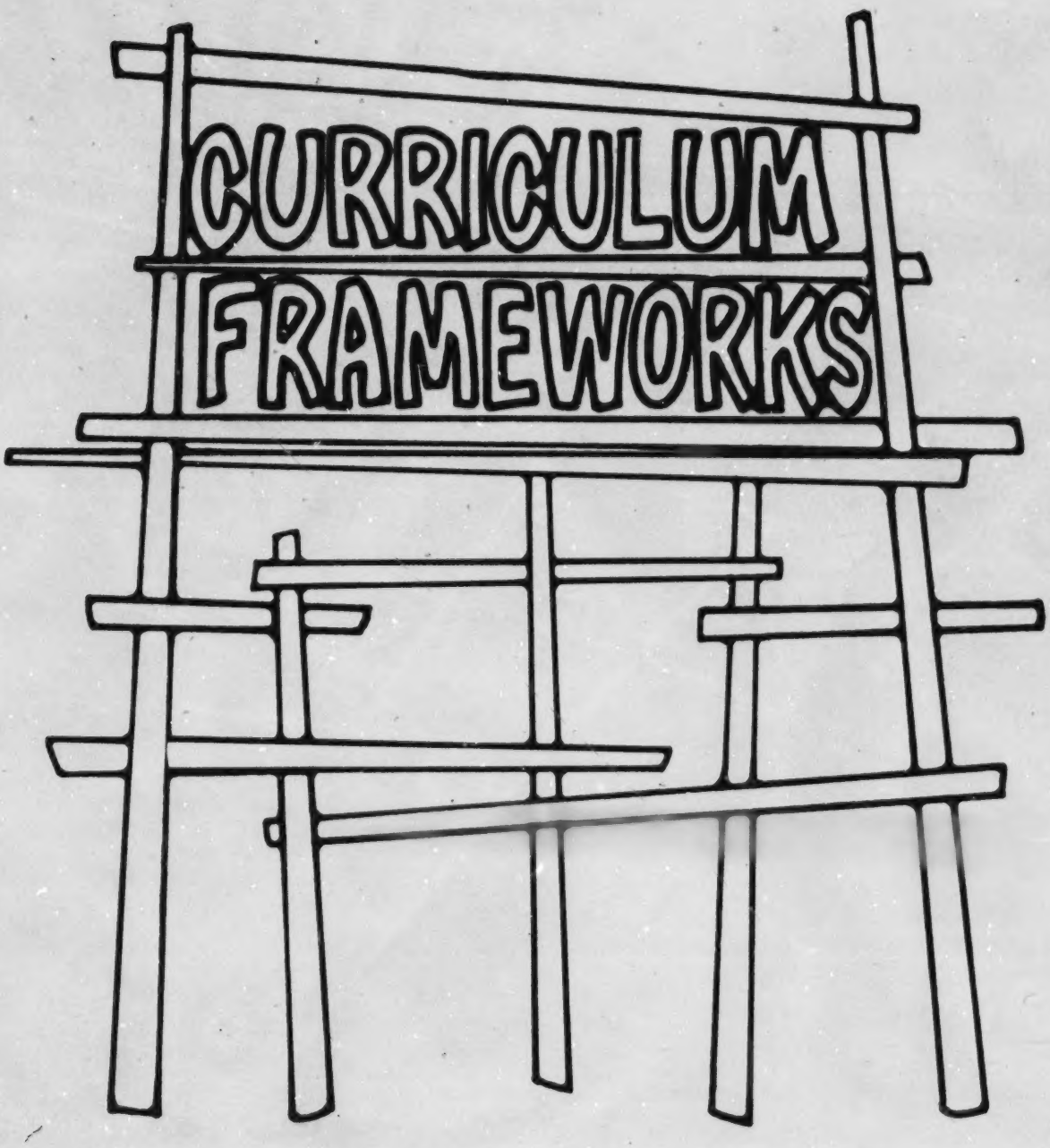
NEEDS ASSESSMENT

CURRICULUM MAP



ASSISTANCE

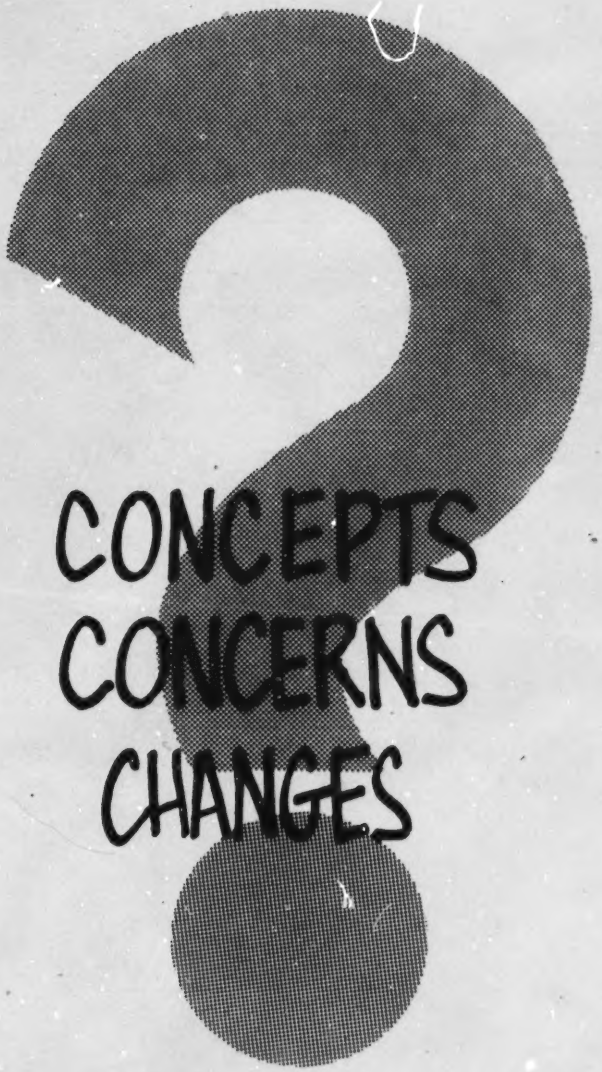
CALENDAR
DOCUMENTS
SERVICES


CURRICULUM
FRAMEWORKS

WHO?

CONSULT

MAIN IDEAS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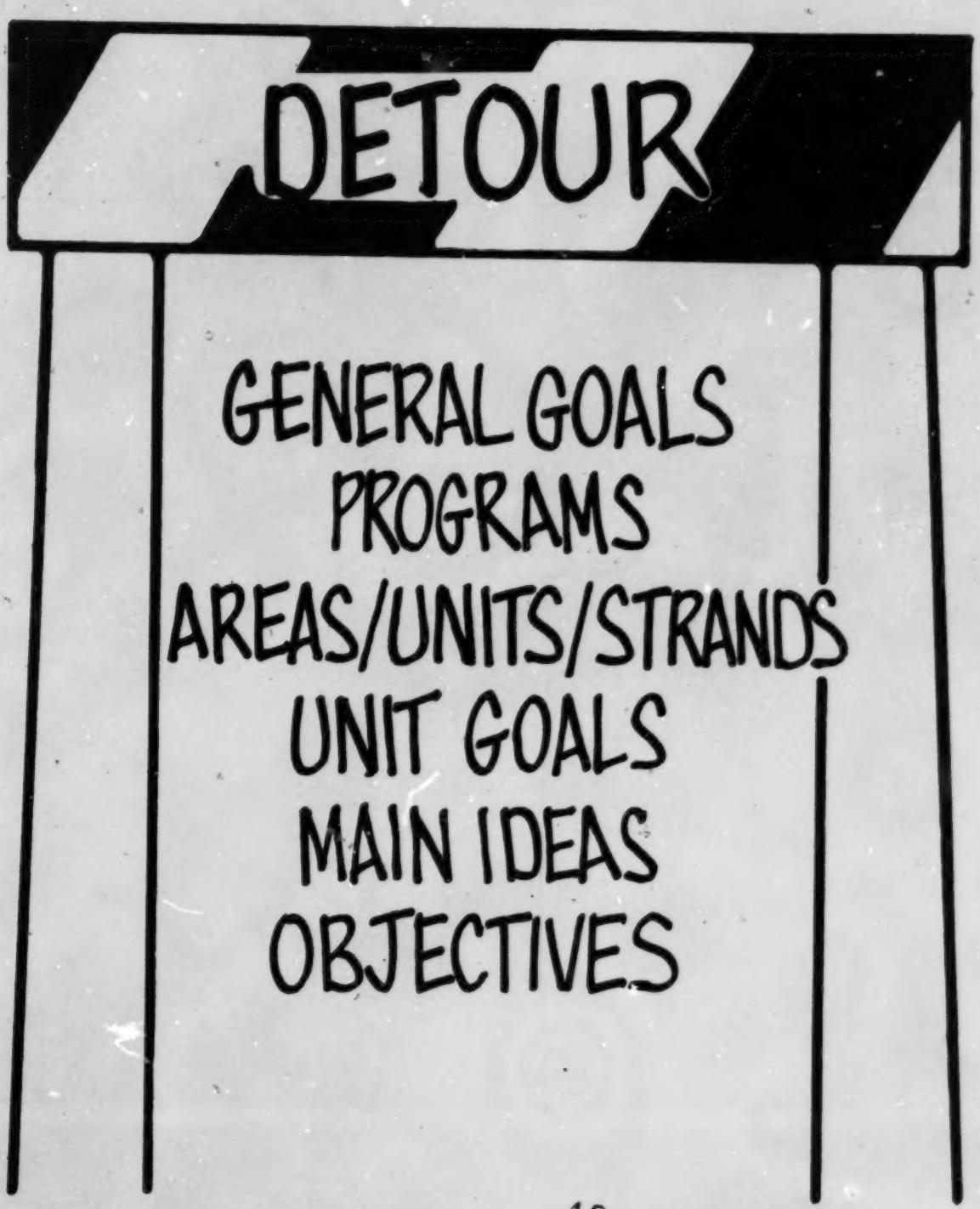
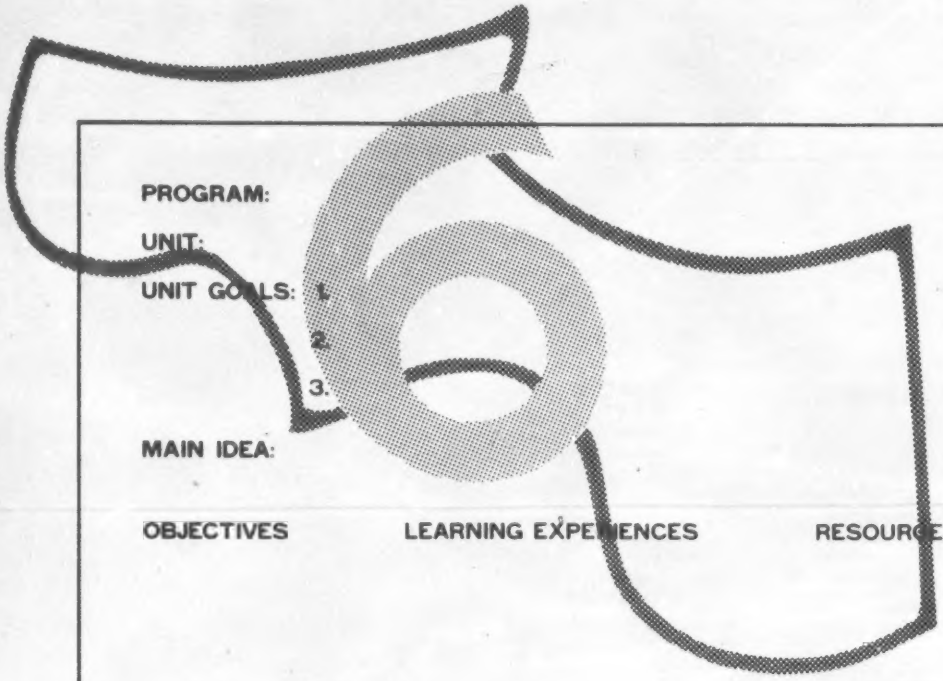
CHANGES


DETOUR
GENERAL GOALS
PROGRAMS
AREAS/UNITS/STRANDS
UNIT GOALS
MAIN IDEAS
OBJECTIVES



PROGRAM:

UNIT:

UNIT GOALS: 1.

2.

3.

MAIN IDEA:

OBJECTIVES	LEARNING EXPERIENCES	RESOURCES	EVALUATION

Notes to the Teacher:

*Peak Experiences:

PROGRAM:

UNIT:

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2.

3.

MAIN IDEA:

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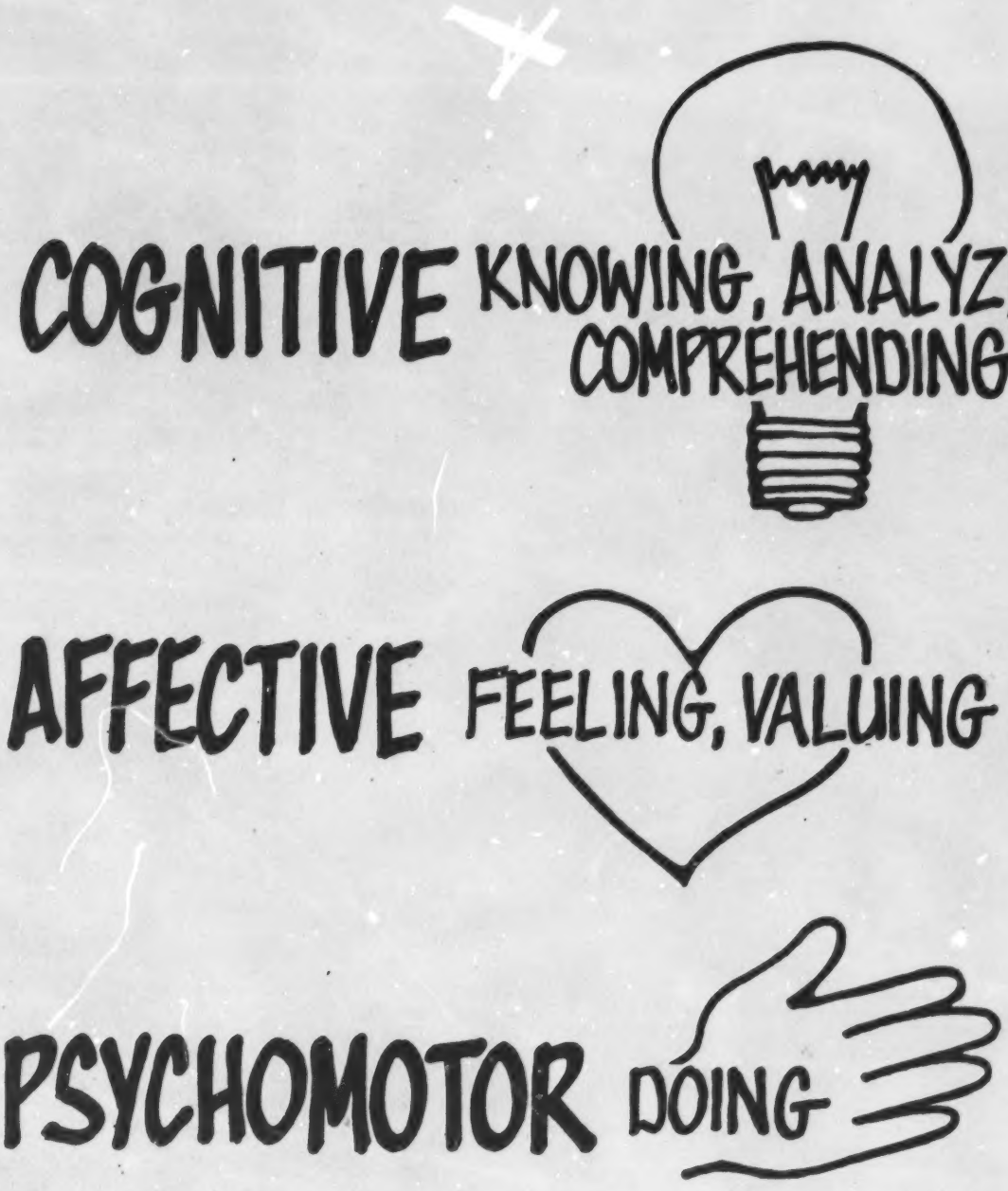
Notes to the Teacher:

***Peak Experiences:**

OBJECTIVES	LEARNING EXPERIENCES	RESOURCES	EVALUATION

Notes to the Teacher:

*Peak Experiences: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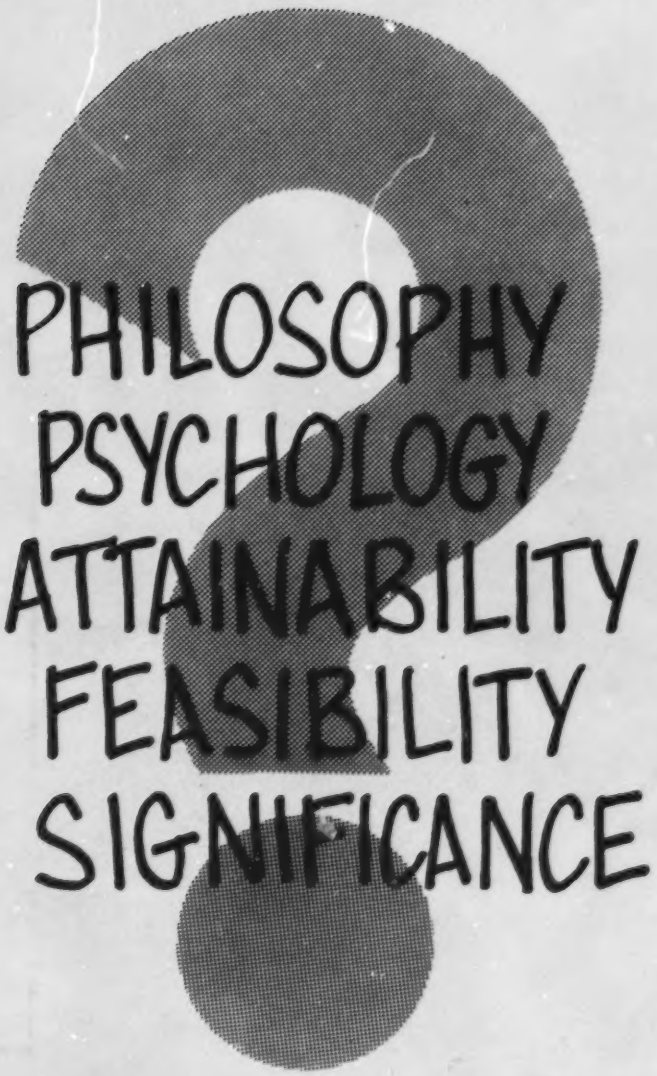
PSYCHOMOTOR DOING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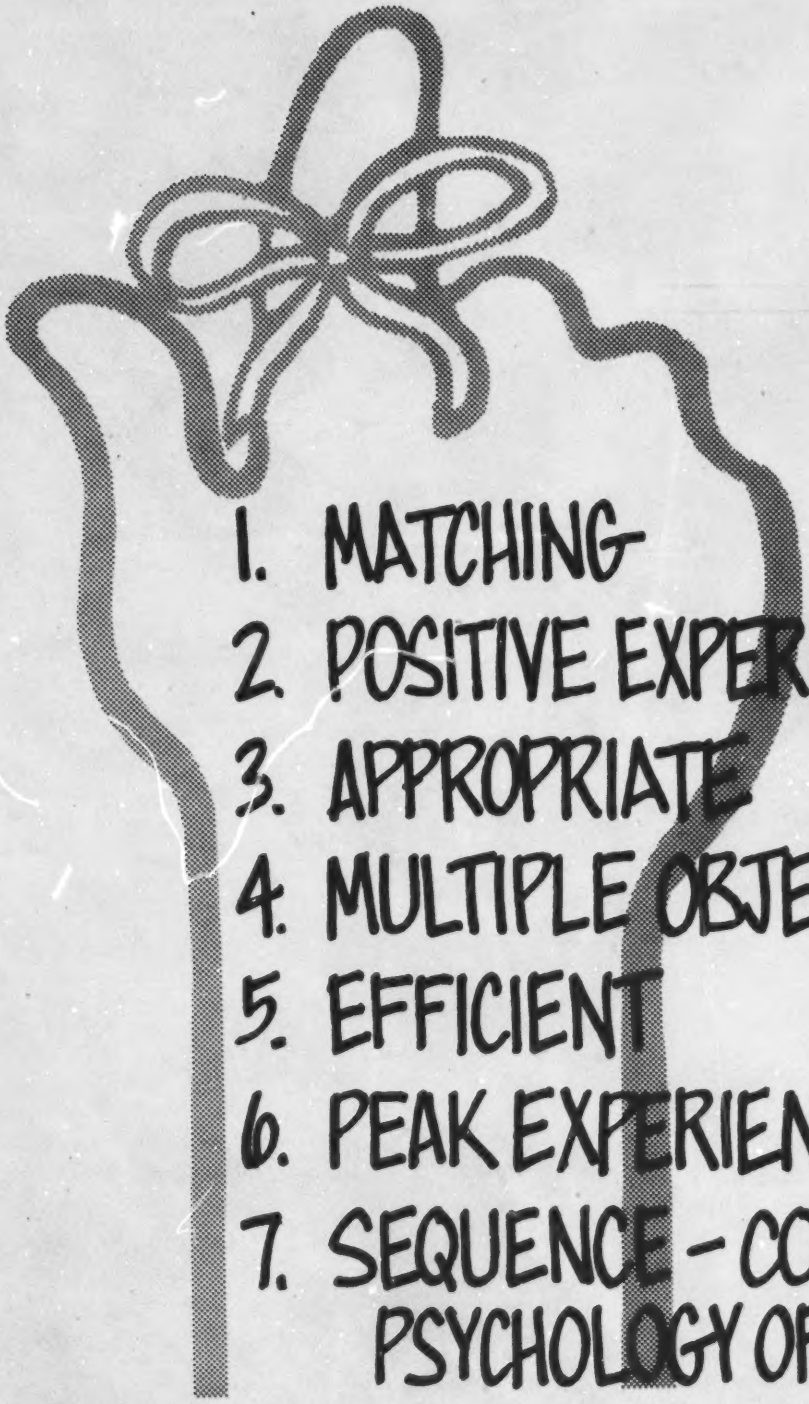
PSYCHOLOGY
ATTAINABILITY
FEASIBILITY
SIGNIFICANCE

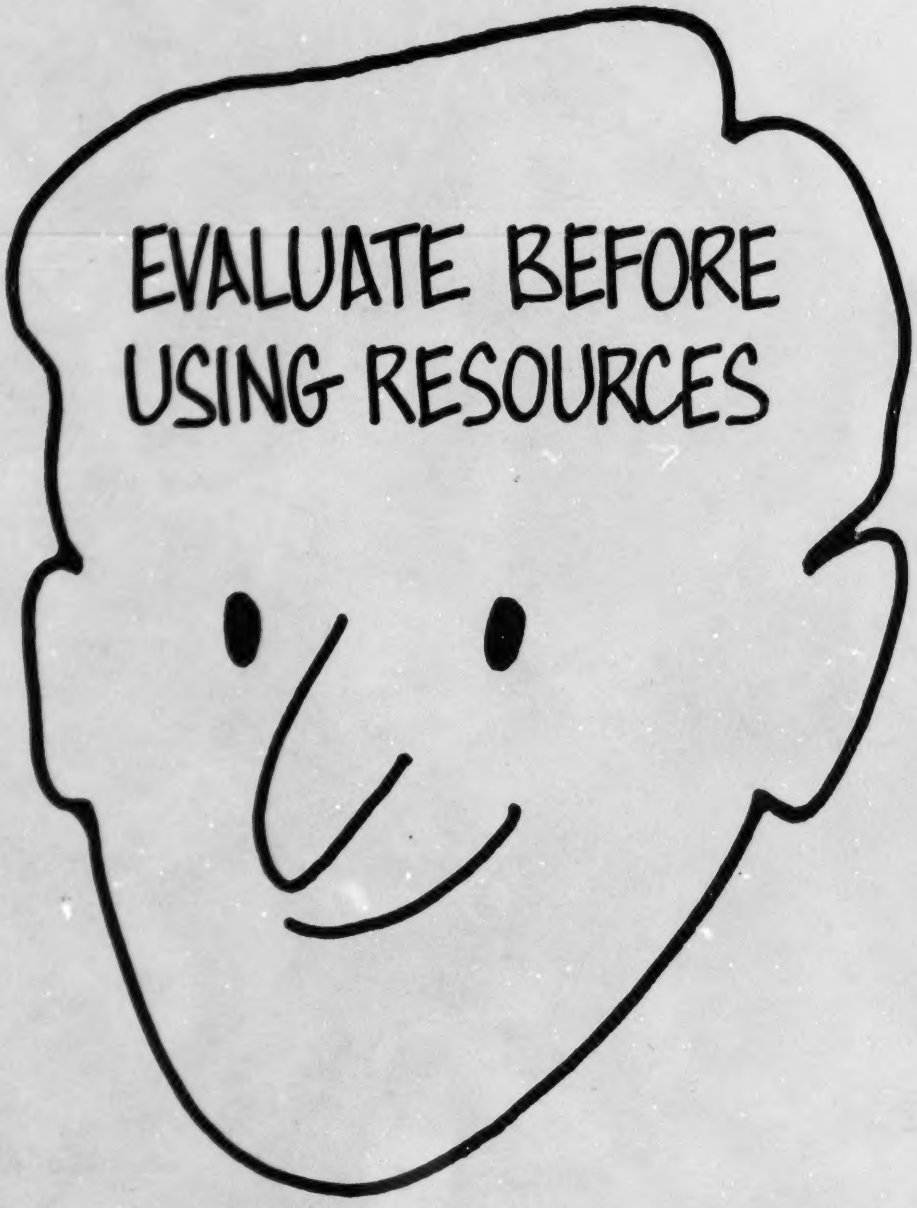
LEARNING EXPERIENCES

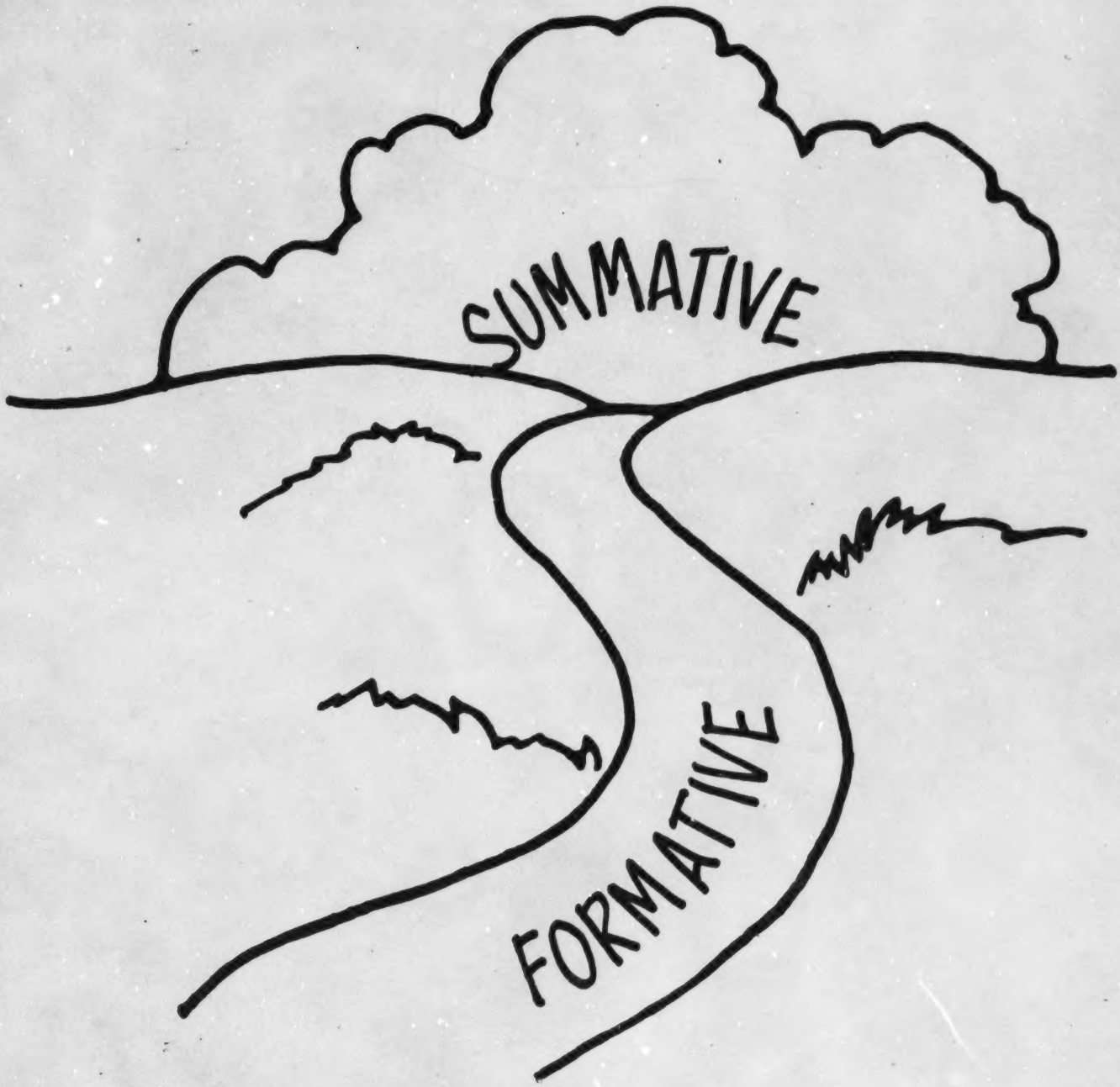


1. MATCHING
2. POSITIVE EXPERIENCE
3. APPROPRIATE
4. MULTIPLE OBJECTIVES
5. EFFICIENT
6. PEAK EXPERIENCES
7. SEQUENCE - CONTENT & PSYCHOLOGY OF LEARNING

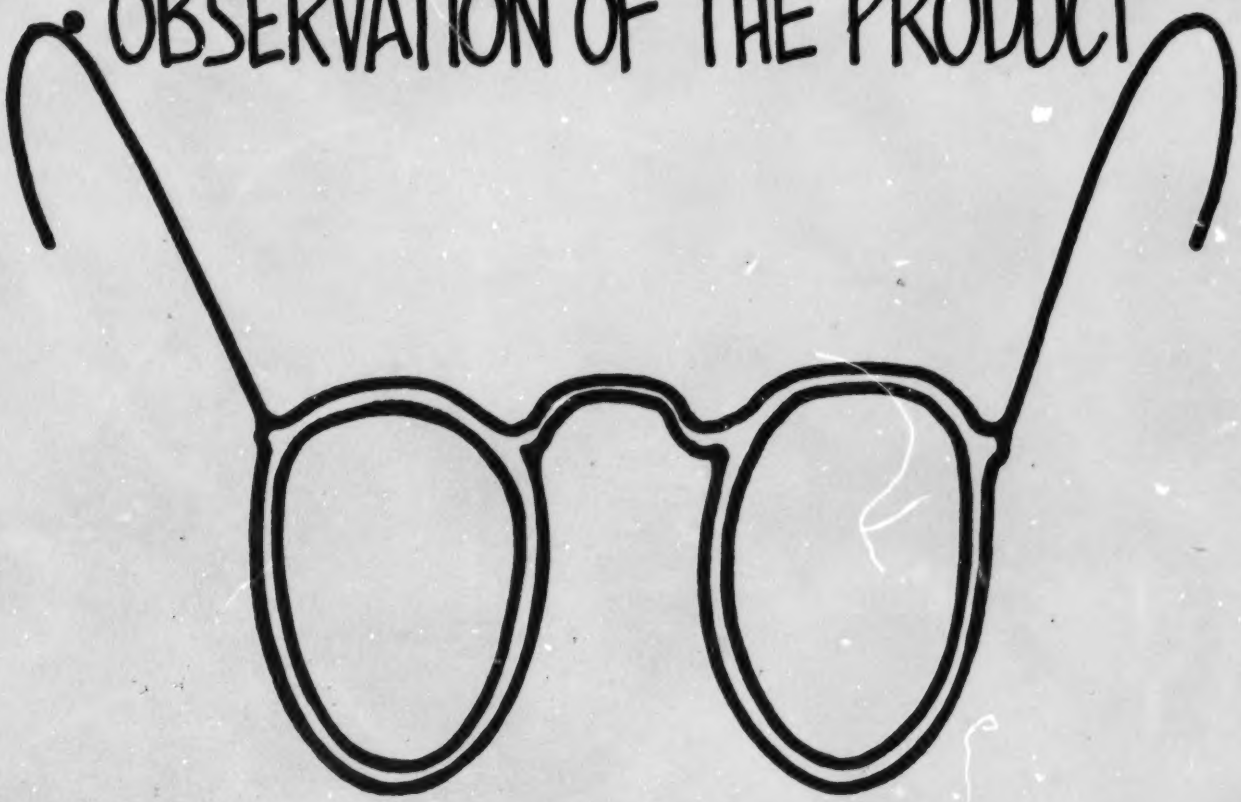
STUDENTS
& TEACHERS

BE IMAGINATIVE

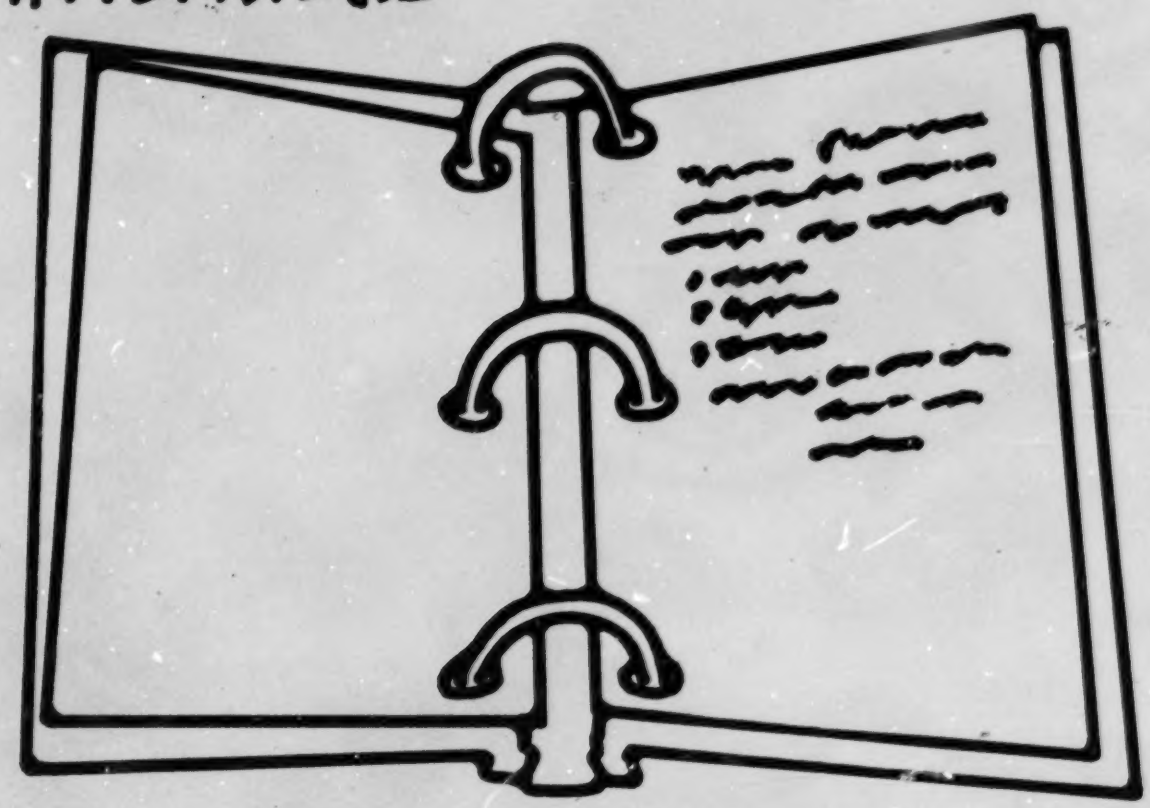

EVALUATE BEFORE
USING RESOURCES


SUMMATIVE
FORMATIVE

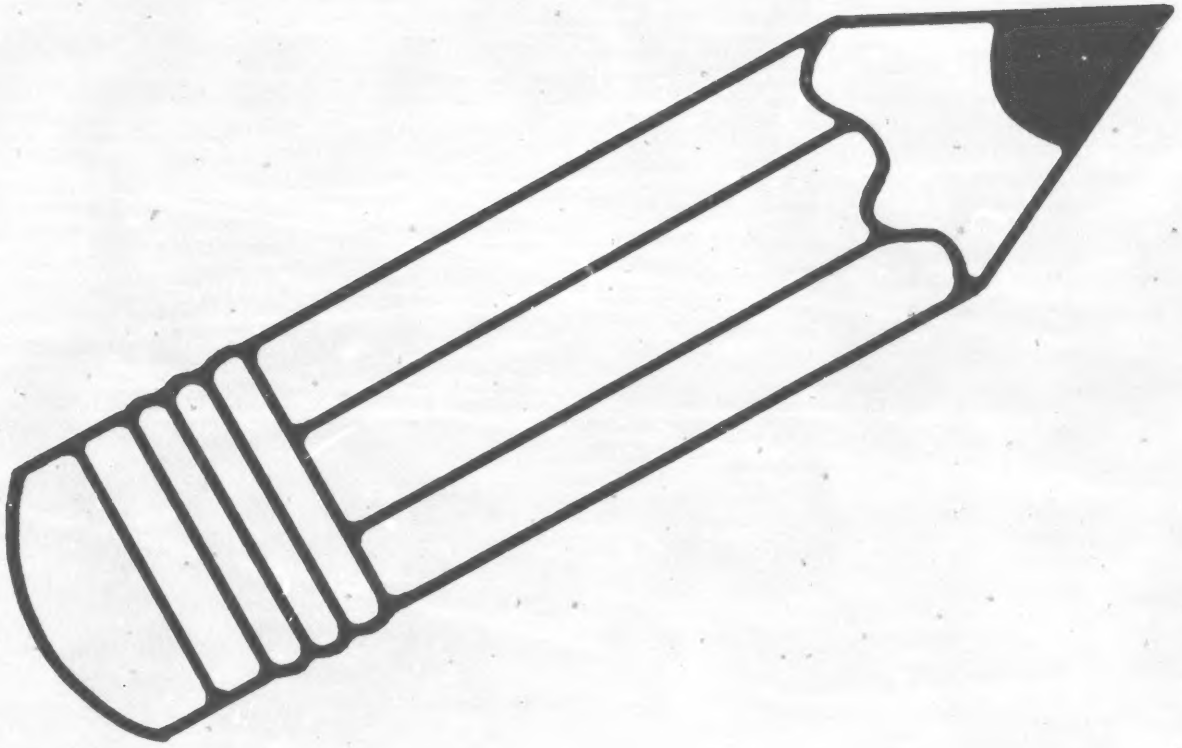
- OBSERVATION OF THE LEARNER
- OBSERVATION OF THE PRODUCT

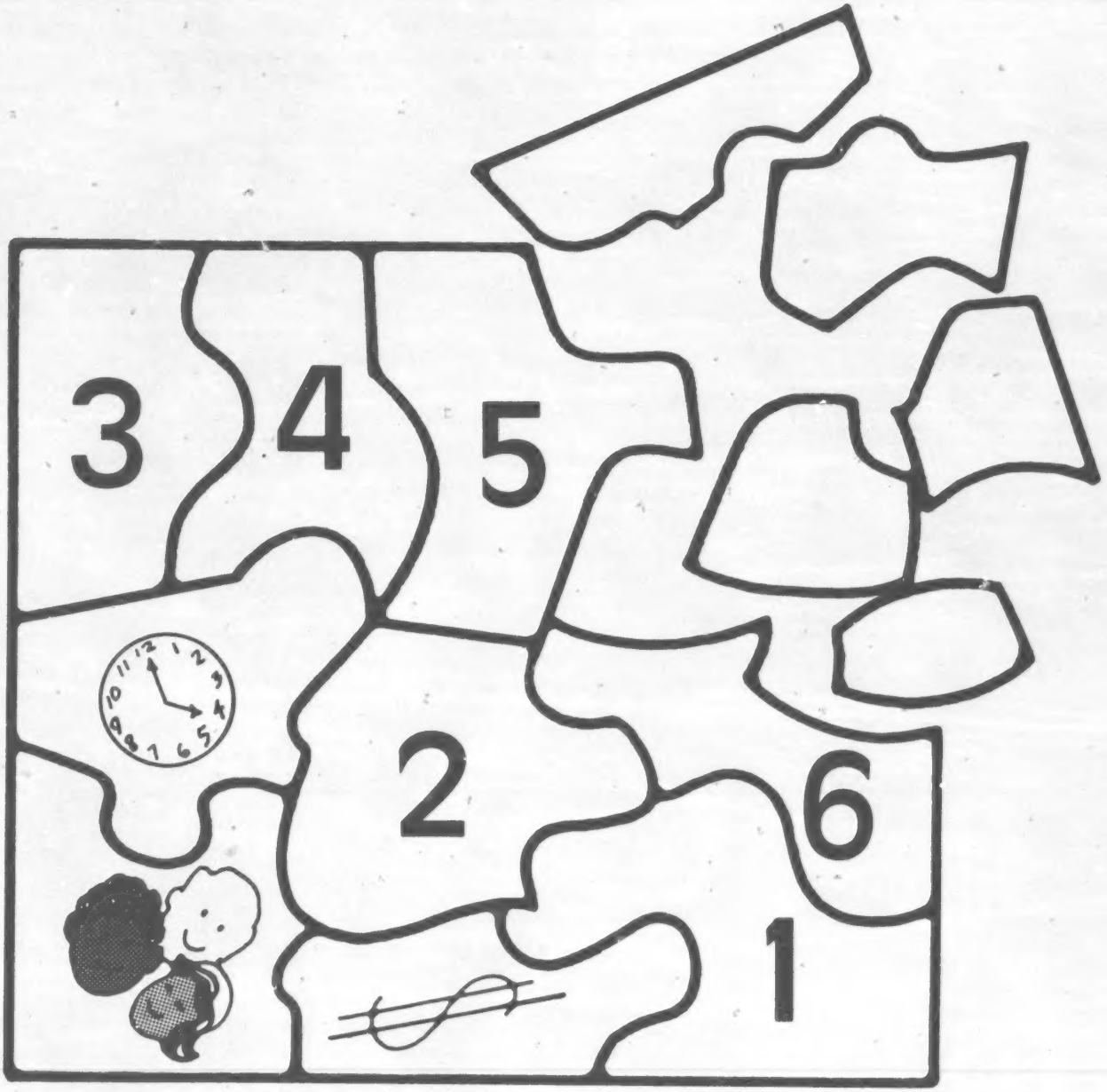


- SELF-REPORTS BY LEARNERS AND TEACHERS
- INTERVIEWS



- WRITTEN RECORDS

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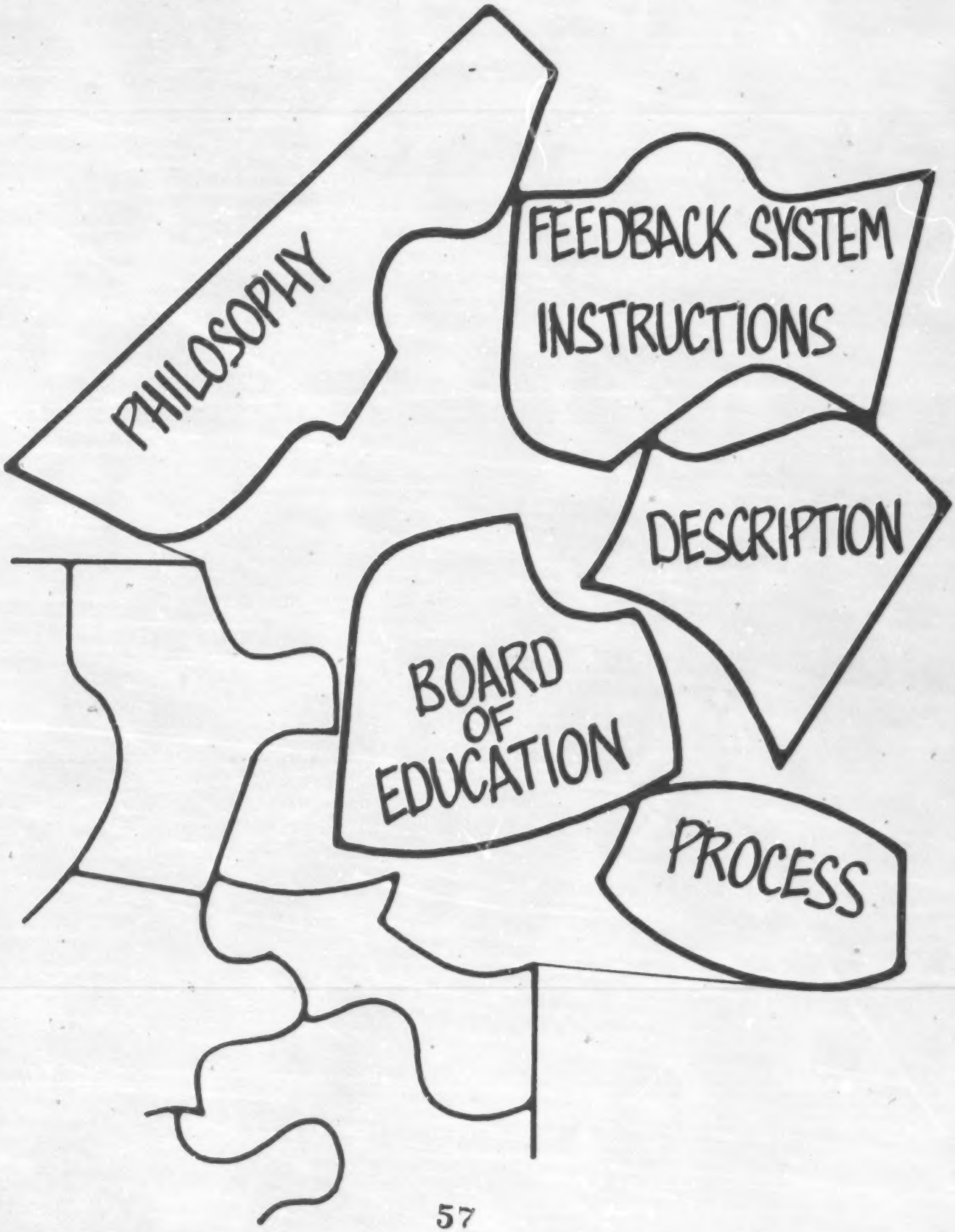
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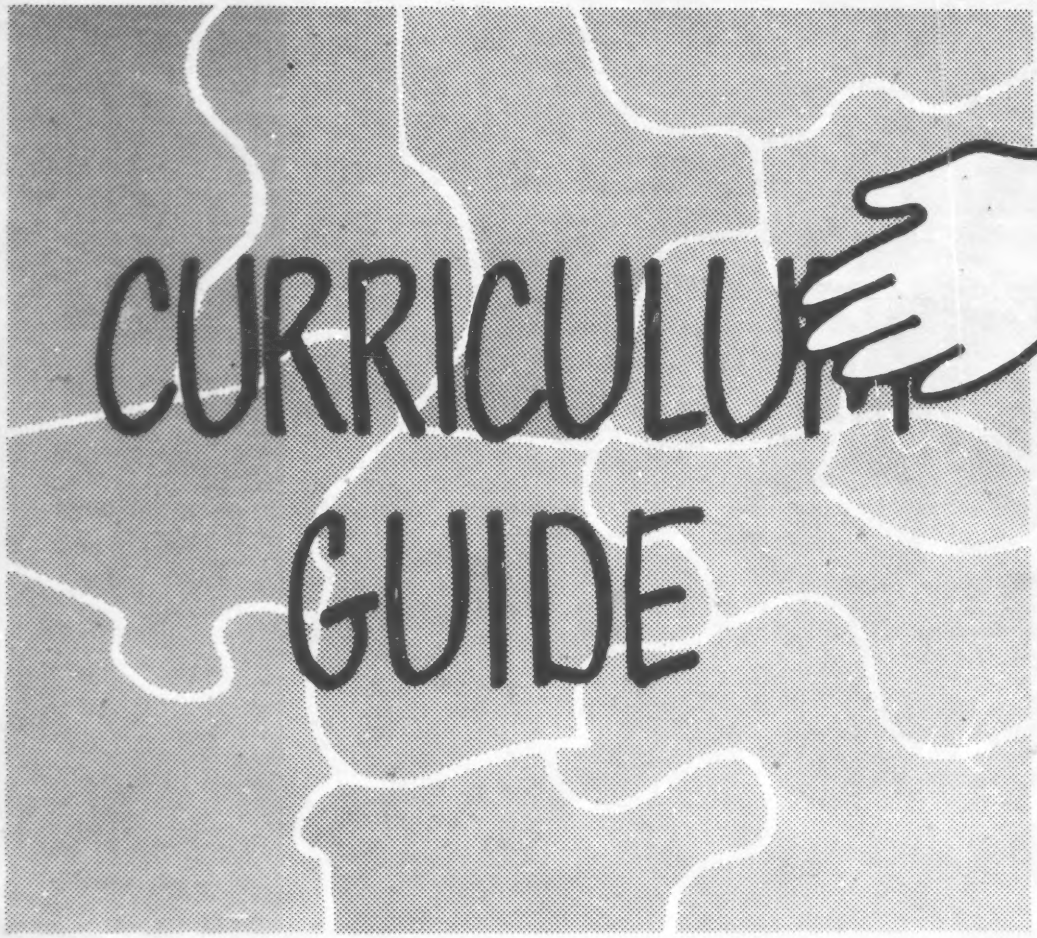
CURRICULUM
GUIDE